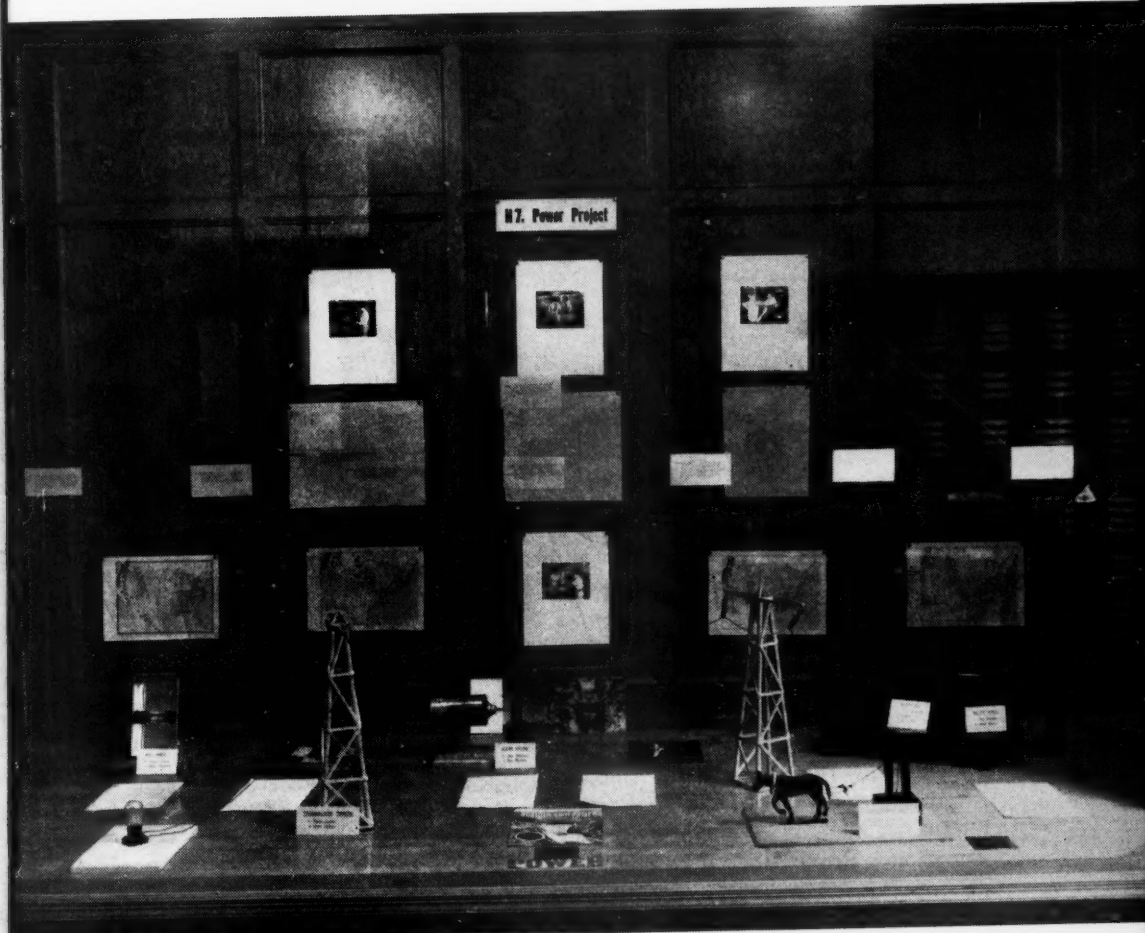


# CALIFORNIA SCHOOLS



SEPTEMBER, 1940

# CALIFORNIA SCHOOLS

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## COVER

Junior high school pupils in San Jose gain more during the shop periods in the industrial arts classes than skill in manipulation of tools and the operation of machines and the processing of woods and metals. The picture on the cover exhibits materials produced by a group studying electricity. The class built dynamos, motors, radios, transformers, turbines, and strung transmission lines. Pupils mapped the principal centers for the generation of electricity, dams, oil fields, and coal mines in California and the United States. Then they made scale drawings and wrote compositions about the sources of electric power, the construction of electric machines, and the services that electricity performs in communications—telephone, telegraph, and radio—in lighting, and in manufacturing. This unit of shop work demonstrates how English, science, and geography contribute to make a shop course a center of integration and a genuine experience for children. In turn, work in the shop reinforces command of the fundamentals of speech and writing.

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## Examples of Teaching for Citizenship

FRANK B. LINDSAY, *Assistant Chief,  
Division of Secondary Education*

Teachers and principals of high schools and junior colleges in California particularly welcome the increasing public interest in their programs of training for citizenship. Educators are gratified to have opportunity to present the measures they have long been taking to instill in youth a vigorous spirit of Americanism. Despite the prolonged period of popular indifference to the proper safeguarding of American ideals, public school men and women have never faltered in their task of fitting young people to discharge competently the full responsibilities of American citizenship. Indeed they profoundly hope that the current public concern for adequate education of boys and girls in democratic practices may result in a deepened understanding of, and the sharing by the adults of the communities of heightened appreciation for, American institutions like in degree to the faith in the United States cherished by their children and teachers. Though other groups may have been tempted at moments to embrace foreign ideologies to solve urgent problems of unemployment, labor relations, or the efficient production of national wealth and its equitable distribution, the educational profession has adhered wholeheartedly to the conviction that the American system is actually workable and the American way of life truly realizable. For sometimes even the patrons of the public schools have not fully grasped that emphasis upon preparation for citizenship is no new project of secondary education but has always been the central objective. In an address to the National Education Association at its seventy-eighth annual convention at Milwaukee, Wisconsin, on July 3, 1940, Dr. John W. Studebaker, United States Commissioner of Education, reaffirmed that the paramount business of education is the maintenance and upgrading of a democratic society<sup>1</sup>:

... Does our conception of democracy run beyond political forms to something broader, more inclusive—a philosophy and a way of life in which the shared aspirations of many men and women are given collective expression and individual fulfillment? And if we do conceive of democracy as such a way of life, can this conception be so clearly understood by all citizens as to become for each an incentive and a goal of vigorous, personal endeavor?

Especially, can we give our youth such a vision of the meaning and possibilities of this democratic way of life as to capture their loyalties

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<sup>1</sup> John W. Studebaker, "Educating Youth to Meet National Problems," Washington: Federal Security Agency, Office of Education, 1940, pp. 2-3 (mimeographed).

and channel their enthusiasms? To communicate that understanding, and to inspire that exalted vision of democracy is the primary task of public education today.

The programs of education for democratic citizenship in the public schools include much more than mere acquaintance with the constitutions of the nation and state and with procedures of the executive, legislative, and judicial branches of federal, state, county, and municipal government. For much more than mere knowledge is required to develop that mental alertness, physical fitness, ethical attitudes, social responsibility, and capacity for co-operative action which the discharge of the duties of citizenship involve. Just as adequate training for effective citizenship is the central objective of public education, so is the entire program of the secondary school devised to achieve that end. And it is only as the total program of high school and junior college is viewed in this perspective that its relationships and significance become apparent. To habituate young Americans in democratic procedures involves the very conduct of the classroom and their behaviors in extracurricular activities as well. Principal Dwayne Orton of Stockton Junior College has expressed the aim of secondary education in these words:

We must develop forms and methods of general education for social competency which will make the democratic way of life as natural a part of human experience as eating and breathing.<sup>1</sup>

### EDUCATION FOR CITIZENSHIP THROUGH SOCIAL STUDIES EXCURSIONS

To help young people realize their place in their communities and something of the complexities and interdependencies of community activities, excursions to industrial sites and to governmental agencies have proved useful. To adolescents just emerging from preoccupation with themselves, their homes and immediate companies, visits to centers where the business of modern living is concentrated bring realization of the many impingements upon their lives of otherwise invisible and remote activities and conditions. As an instance of good planning for the class excursion may be mentioned the "Handbook on Social Studies Excursions" developed by the Ventura County Social Studies Committee and distributed to the schools by County Superintendent of Schools W. K. Cobb. The Committee remarks in the introduction:

The excursion may be the culmination of an interesting school activity, the initiation of a new activity, or an answer to problems arising in the development of a school activity. Perhaps the last is the most effective use, although the others have their place.

<sup>1</sup> Dwayne Orton, "Educate for Democracy," *Junior College Journal*, X (May, 1940), 578.

Under each business or locality listed are directions how to reach the place, what to see, for what grades appropriate, and with whom to arrange for the class visit. The establishment of cordial relations and of the habit of co-operation by business men and teachers in Ventura County of itself goes far to vitalize the curriculum of the high schools and to effect a reunion of the business of making a living and education for living. Under agricultural industries have been grouped typical nurseries, poultry ranches, dairies, packing houses for walnuts and citrus fruits, canneries, a beet sugar manufacturing establishment, and an assembly plant for farm machinery. Ventura County has a deep-water port at Hueneme, oil fields, quarries, pottery kilns, concrete pipe works, milling companies for flour and beans, a glove factory, and, of course, the public utilities of telephone and electricity and gas. It is interesting also that for children today a visit to a blacksmith shop is worth a trip. Among other places to visit are a bird farm, a lion farm, mineral collection, and in the adjoining county of Los Angeles the planetarium and Mount Wilson Observatory. Inspections of governmental agencies include a state hospital, the Ventura School for Girls, sewage disposal plant, jail, postoffice, water and fire departments, the courts and city council meetings. Transportation is represented by railroads, roundhouses, and depots, by ocean-shipping firms, and air terminals. Nearby are missions, fossil museums, the Huntington Library and Art Galleries, and Mexican quarters of cities. Ventura County teachers under the skillful guidance of County Superintendent of Schools Cobb and Director of Secondary Curriculum M. E. Mushlitz have done much to achieve a type of school situation which builds intelligent and constructive citizenship. For the county committees of actual classroom teachers drawn from elementary and secondary schools have been pooling their genuine practical experience during the past three years to improve learning in art, music, homemaking, language, arts, health, science, and mathematics. It is precisely this sort of co-operative participation in revising the curriculum that will remake conventional teachers into leaders of youth and builders of citizenship. The efforts of the Ventura County Teacher Committees exemplify the significance of the relation of education to national defense:

If Americans are to preserve their belief in democracy, if they are to comprehend their national problems, if they are to understand what resources are available for dealing with those problems, if they are to know how those resources may be effectively employed and are to have determination so to employ them, if—finally—they are to solve their problems together in free democratic fashion, then education must be heavily, even principally, relied upon.<sup>1</sup>

<sup>1</sup> *Education and the National Defense*. Washington: American Council on Education, June, 1940, p. 10.

### EDUCATION FOR CITIZENSHIP THROUGH HOMEMAKING

A direct approach to some problems of civic responsibility is made at Balboa High School in San Francisco, through a citizen homemaking class for boys which has proved very popular. According to Principal Robert R. Chase, the main units discuss personality—physical, social, and mental; the boy and his home; individual and family finances; housing and furnishings; and the neighborhood. Under the unit on Personality are included these topics: a. physical—health, exercise, grooming, clothing, conduct, inheritance; b. social—voice, conversation, manners, social activities, work, social problems; c. mental and emotional—character development, normal life adjustments. The unit on Family Living emphasizes the importance of the home, relations with parents and brothers and sisters, boy and girl relations, and the founding of a successful family. The later units on housing, furnishings, and community lead naturally into many fields of vocations.

### CITIZENSHIP TRAINING THROUGH SENIOR VOCATIONAL CONFERENCE

At San Jose High School every student studies in civics class a unit, Exploring the World of Work, to acquaint him with means at his disposal for selecting a job, preparing for a job, applying for a job, and holding a job. After he has learned about fields of vocations, each student indicates his first, second, and third preferences. By their choices the senior students are organized into interest groups to meet and talk with outstanding representatives of these vocations in San Jose or in nearby communities. Principal Forrest G. Murdock has secured the co-operation of service clubs and other agencies to obtain the most competent men and women in local industries, professions, and businesses to give of their time and experience to acquaint students with the requirements, opportunities, and rewards of the selected vocations. The personal contacts between business leaders and graduating classes have not only been of inestimable value to the students in guiding them toward a wise choice of vocation, according to Principal Murdock, but the enlistment of community interest in and support for the program of the high school has become marked as well as an increase in understanding on the part of the adults for the problems and point of view of young people. Vice-Principal Frederic T. Shipp who has closely followed, in his capacity of curriculum and guidance co-ordinator, the operation of the senior vocational conferences, states that the interest of students seems growing in business, music, applied science, and government service while the demands for information about accounting, engineering, cosmetology, law, journalism, and salesmanship are becoming relatively fewer. Extending over a number of



weeks, a recent series of the vocational conferences included hour-period meetings of interested students with members of business firms and with professional men. San Jose High School understands that to help a student find a suitable vocational goal and to show him how to work toward it is powerfully to influence that student's civic attitudes. On the other hand, to utilize cleverly the willing co-operation of business and professional groups assists taxpayers to realize the essential role of the secondary school in providing persons competent to profit from training and to improve on the job, with consumers whose standard of living stabilizes public demand for the products and services of business—in short, creates a market—and, finally, with citizens whose sense of values and love of order and respect for law makes possible the good faith and credit between men without which business could not exist nor prosper. A program of Americanization in any high school should not limit itself to building constructive attitudes and loyalties in the persons of its students, but in some way through them should reach the adults of the community in whom a quickened realization of social-civic obligations can reinforce and supplement the efforts of the high school or junior college.

#### EDUCATION FOR CITIZENSHIP THROUGH A SCHOOL PAGEANT

Since the major purpose of the later years of the common school—high school and junior college—is education for citizenship, the importance of every youth taking part in co-operative enterprise becomes obvious. For only as knowledge modifies the intellectual and emotional organism through direct and carefully guided experiences can attitudes, skills, and habits develop. The Big Valley Pageant written, costumed, staged, and presented by pupils of the high school at Adin has been described in a previous issue of *California Schools*.<sup>1</sup> In that undertaking classes in English, music, art, homemaking, and shop collaborated while the full co-operation of the community was secured in supplying historical detail and anecdote, furnishing pioneer costumes, and finally as audience upon the presentation of the pageant. A similar and even more ambitious undertaking was the Shasta County Pageant presented last May. This represented a co-ordinated effort by the various elementary and secondary schools of Shasta County to inform the students, parents, and public of the history of the region and to utilize the abilities of the young people. Mrs. Macie I. Montgomery, County Superintendent of Schools, and Miss Ocea McMurry, Supervisor of Speech, made the success of the pageant possible by their services in co-ordinating the various units prior to their assemblage at

<sup>1</sup>Frank B. Lindsay, "Experiments in Social Emphasis," *California Schools*, X (October, 1939), 253-254.

Redding. Of course, the enthusiastic co-operation of all teachers and pupils taking part accounted for the perfection of the project. Five hundred elementary school children composed the chorus and were accompanied by the bands of Shasta Union and Fall River Joint Union high schools. A verse choir of one hundred voices, led by Miss McMurry, opened with an Indian chant to Mount Shasta written by Miss Iola Whitlock. Succeeding episodes presented the Modoc legend of the creation of Mount Shasta and of humankind; the finding of gold in 1848 by Major Reading; the celebration of Fourth of July, 1850, at Old Shasta; the establishment of the first Masonic Lodge in California, May 9, 1851, at Benton City; the New Year's Eve Ball at Redding, 1881, that raised \$235 to furnish the first North Pine Street School; the Battle of the Crags in 1855 when Indian arrows for the last time opposed white men's guns, an event vividly described by Joaquin Miller; the establishment of order in Fall River Valley by the Pit River Rangers in 1859; and the anti-Chinese movement. Among the participating schools were the high schools at Anderson, McArthur, and Redding, and the elementary schools of Cottonwood Union, Central Valley, Delta, East Side (Redding), Enterprise, Fall River, Fall River Mills, French Gulch, Montgomery Creek, Pacheco, Project City, Shasta, Smithson, and Toyon (Churntown), which staged specific episodes in Shasta County's history.

Two final episodes of the Shasta County Pageant illustrate how the school children gained increased understanding of the problems of modern living. The development of transportation was enacted from horseback and packtrains to covered wagons and railroads, even to the unique strike by Chinese coolies working on the railroad right of way. And the story of Shasta County's awakening to conservation of natural resources was shown through the incident of the famous evening camp-fire in Lassen Volcanic National Park. Through the medium of pageant writing and presentation Shasta County public schools gave practical training in citizenship for many of their students. In the words of the Educational Policies Commission:

. . . All of them should be given opportunities leading to a better understanding of the social, economic, and governmental problems which confront all members of society. . . . In every case they should participate in activities for which all members of the school are eligible and in which they may develop the spirit and practice of successful cooperative endeavor. Among such experiences might be those associated with play production, with music in all its forms, with the interpretation and appreciation of literature, with creative work in the fine and industrial arts, and with the general social life of the school community in which they live and work.<sup>1</sup>

<sup>1</sup> Educational Policies Commission, *The Structure and Administration of Education in American Democracy*. Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators, 1938, pp. 17-18.



### CITIZENSHIP TRAINING THROUGH CLASSES IN ENGLISH

Much of the good training in citizenship is not spectacular but occurs in the ordinary course of classwork. It may not seem directly related to the topic but it often is more effective than recitations in civics. For the patterns of behaviors that are habituated in the study of mathematics, science, or typing build citizenship.

An example of constructive work in citizenship is the developmental training in reading carried on by Miss Mildred A. Hunkin at Geyserville Union High School. Although the high school enrollment is small, many of the pupils have special difficulties in English expression and reading comprehension due to the large percentage of children from foreign language-speaking homes. Miss Hunkin has taken these retarded children in hand and by careful testing, individual work, and encouragement of reading has transformed them. For instance, Anne was a sixteen-year-old sophomore with much less reading vocabulary and comprehension than the average high school student. Her native speech is almost as much Italian as English. But she so progressed under her teacher's guidance as to read and enjoy Willa Cather's *O Pioneers* and Bess Streeter Aldrich's *White Bird Flying*. And Eleanor, sophisticated at seventeen, had barely ninth-grade reading ability; yet came to list among her favorite books Sinclair Lewis' *Arrowsmith* and Alice Hobart's *Oil for the Lamps of China*, as well as A. J. Cronin's *The Citadel*. Nello, eighteen and a junior, was an Italian-American boy with extremely poor reading ability and no use for books; through Miss Hunkin he discovered *Arrowsmith*, Willa Cather's *My Antonia*, Margaret Mitchell's *Gone With the Wind*, and Harvey Fergusson's *Wolf Song*. Bud, at nineteen, had a special handicap in word-recognition until he traveled with explorers—Martin Johnson's *Safari*, Carveth Wells' *Six Years in the Malay Jungle*, Carl Akeley's *In Brightest Africa*, and Nordhoff and Hall's *Mutiny on the Bounty*. The youth of Geyserville Union High School are just as precious to California as the thousands in San Francisco or Los Angeles; their training in citizenship is just as important for the stability and welfare of the commonwealth. And to break through the limitations of their environment is to achieve a long step toward Americanization. For no one is free while he is hemmed in by superstition or bigotry or inability to share through language the thoughts of his fellows. Of course, Miss Hunkin's work only typifies the devoted service of countless classroom teachers whose special competency is so often unheralded.

Another activity not fully appreciated as a means of citizenship training is the creative work in self-expression often found in informal groups such as the Poetry Club of Campbell Union High School, sponsored by Mrs. Lillian M. Rae and encouraged by Principal Willard H.

Van Dyke. Just as athletes give of their own time to perfect their abilities in basketball or track so these young people exercise their abilities in literature. Here only two quotations must suffice to illustrate their work: Betty Starr's verses entitled "Grandmother's Garden" and James Rambo's "Night Cactus."

#### GRANDMOTHER'S GARDEN

Tall hollyhocks, like sentinels,  
Are standing by the gate;  
And pungent, gay chrysanthemums  
Bloom when the year is late.

I never seem to be alone  
Within this garden space,  
For every little leaf and flower  
Reveals her kindly face.

#### NIGHT CACTUS

Night cacti change their well-known forms of day,  
The difference is a foolish fear, I know;  
But still they crouch in every darkened way  
Or stand upright to deal the final blow.

Over a period of ten years the group has gone along under its own motivation and recruited its ranks from each promising generation of high school students.

Of the many services of literature, Louise M. Rosenblatt writes:

... The experience of literature helps to develop the kind of imagination most needed in a democracy—the ability to understand the personality and needs of others and to envisage the possible effect of our own actions upon the lives of others. . . . Literature may also suggest socially accepted channels of expression for emotional drives that might otherwise take an anti-social form.<sup>1</sup>

The limits of this article do not permit quotation from the many good literary endeavors in California high schools such as "The Quill," a magazine of original prose and verse produced by the students of Victor Valley Union High School or "The Lit," published by and for the students of Palo Alto High School. But from the foreword of "The Quill" come these statements that summarize the training in co-operative action it embodies: "All the work on *The Quill* has been done by the students themselves. The typing classes have handled the stenciling and mimeographing; the art class, the sketches; and the journalism class, the editing." Probably neither Principal M. J. Harkness nor his faculty nor the students considered that the enterprise was training for citizenship; it was just worth doing and fun.

<sup>1</sup> Louise M. Rosenblatt, *Literature as Exploration*. New York: D. Appleton-Century Co., Inc., 1938, pp. 263-264.

In conclusion, these sentences from "Our Flag" by Jean Harelson which appeared in "Portals of Fantasy"—an anthology produced in 1940 by the students of C. K. McClatchy High School, Sacramento—indicate how youth dedicate themselves to the cause of democracy championed by the public schools of California:

. . . The white stars in our Flag are emblematic of the personal liberties—the freedom of speech and press, and the religious freedom—which we, the citizens of the United States, enjoy as an inalienable right. . . . And, as the red, white, and blue of our Flag satisfy the eye, so do the liberty, justice, and equality of our government satisfy the inborn desire of human kind for self-government. . . . The Flag is the tangible token of the ideals and aspirations which make our country a democratic United States, and which have inspired men and women to suffer and die in its defense. . . .

## Statement of Policy on Education, Youth, and the National Welfare

Three publications which deal with the relation of education to public affairs in terms of the welfare of youth and the nation have recently been issued by national educational groups. The statements are carefully considered and will have a particular significance for the teachers of the public schools during 1940-41.

Two of the pamphlets were issued by the Educational Policies Commission: *For These Americas*, June, 1940, and *Education and the Defense of American Democracy*, July, 1940. The third is a recommendation of the American Youth Commission of the American Council on Education on *Youth, Defense, and the National Welfare*.

*For These Americas* describes the necessity for co-operative action among the nations of North and South America in the face of the present perils of war and disaster. It praises the efforts of the Pan American Union and various Good Will Conferences that have marked the relationship between the United States and South America in the last eight years. It remarks the efforts that have been made by the countries to settle differences without armed conflict and to promote friendship and understanding. The suggestions on proper means of educating for friendship between the nations of the two continents are valuable and realistic. Under the topic "Education for American Friendship Should Permeate the Entire Curriculum" effective methods for teaching inter-American understanding are discussed:

The most effective schooling in inter-American understanding will not come from having the orchestra practice the music of each of the American national anthems, or from learning the proper ceremonies with the twenty-one American flags, or from dramatizing events from the histories of the various American republics on Pan American Day. All these and similar activities have their value on proper occasions, but they are incidental to the main course of education for inter-American friendship. That main course is not something set aside for special occasions or special classes. It should be an integral part of the school's instruction in literature, art, music, history, civics, economics, and social problems.

The pamphlet is not so realistic in dealing with the actual problems that must be solved if the friendship between the twenty-one republics is to have meaning in terms of mutual protection and true identity of interest. The material, which was prepared before the recent Pan American Conference at Havana, makes no mention of the barriers to effective union which appeared during those meetings.

The second of the two publications of the Educational Policies Commission, *Education and the Defense of American Democracy*, can be reviewed in terms of the various topical headings. For instance, some idea of the content may be gained from the following: A Changed World Situation Calls for Educational Policies in Support of National Defense; Totalitarian Power Has Swiftly Gained Dominion Over Most of Europe and Asia; The American People Should Be Prepared to Stand Alone as Guardians of Freedom; The Imperatives of National Defense are Military, Economic, and Moral; Military Preparation is Needed for National Defense; Occupational Training is Needed for National Defense; Moral Defense Requires Understanding of the Nature and Goals of Democracy; Moral Defense Requires Deep Loyalties and Devotion to the Building of a Better America; Moral Defense Requires the Maintenance of Conditions Conducive to National Unity; Moral Defense Requires Adherence to Democracy in Shaping National Policies; Every Resource of Education Should be Used for the Defense of Democracy; and the Call of the Hour is for Unity of Aims and Co-operative Action.

The concluding paragraph sets forth the requirements for home defense in America today:

... The home defense which the American people must now organize, requires a strategy which is more subtle than a blunt appeal to armed might. It requires, to be sure, close attention to direct military preparedness, as such. It requires also the training of every worker to the highest possible level of effectiveness, and the useful employment of every worker in tasks of importance. It requires confidence in the sincerity and reliability of one's fellow citizens and comradeship in the common search for solutions to the nation's problems.

The recommendation of the American Youth Commission in *Youth, Defense, and National Welfare* recognizes the fact that solutions to problems of national defense now confronting the nation "call upon youth for a large measure of support and participation." It proposes that any legislation on military training and service should give seven basic protections to youth: (1) call upon only mature persons, over 21, for full-time military training; (2) choose men, equally available, by lot throughout a wide range of ages; (3) limit military training legislation to a period of five years; (4) limit the number of men called to service to those needed for military reasons; (5) make the utmost effort to secure impartiality in the system of selections; (6) utilize the most modern type of personnel examination and classification in making assignment to duties; (7) reconsider pay scales established under past conditions of army service in terms of the demand for trained men for a mechanized army.



The Youth Commission goes on to state:

The fundamental basis for any system of compulsory military service must be found in the doctrine of the reciprocal obligations of the citizen and the state. . . . When the obligation of the citizen and the state is thus carried to the utmost extreme of duty that can be asked of him, it is imperative for all of us to re-examine the extent to which the state is carrying out its obligation toward the citizen.

The Commission then indicates that the nation should not contemplate an act calling for military conscription without taking full responsibility for provision for adequate economic, educational, health, and recreational conditions for youth. Unemployed out-of-school youth should be aided through expansion of the CCC camps, the NYA vocational classes for training, and junior placement services. Commenting on the educational purposes of the present defense act the Commission says:

As a part of the present defense effort, large federal appropriations are now being poured into expansion of the vocational aspects of secondary education. These appropriations will seriously warp the activities of the secondary schools and may fail even to achieve efficiency in vocational instruction if energetic steps are not taken to achieve the reorganization and improvement of the entire program of secondary education.

The Commission favors federal aid to schools so that education in the elementary and secondary grades may be "brought up to a minimum level of efficiency in every part of the country."

Pointing out that the services outlined will require large expenditures, the total amount to be "fully comparable to the amount proposed for the compulsory military training program," the recommendation concludes:

Some will therefore object that the civilian activities here proposed for youth are extraneous, that they are an effort to ride the coat tails of national defense in the interests of social welfare, that we have no time for such matters now. One of the saddest aspects of the present situation is the number of people who are giving highly vocal support to conscription for the purpose of defending democracy, but whose attitude toward social reform is one only of contempt. These are the people who have not yet learned that democracy will not be aided, and that the salvation of this country will not be advanced, by the conscription of life that is underprivileged and unhelpful. This country can only be defended enthusiastically by people who expect just treatment from it.

Under any circumstances, war is a hateful thing. At this stage in the world's history, the necessity we are under to raise a great army is nothing less than tragic. We must face the realities of our situation, but we must face all of the realities, including the very pressing question as to whether democracy is willing to be sincere about its own purposes to the extent of effectively carrying out the things for which democracy stands.

In this country there are now probably 4,000,000 young men and women out of school, in need of jobs, and totally unemployed. Other

millions are in part-time jobs or marking time in schools or on the farm. For these young people the fundamental conditions of real freedom do not exist. We have taken away liberty by allowing conditions to exist that deny liberty. We cannot say that these young people are to achieve life and liberty only by struggling successfully as individuals from a morass for which we are all economically, politically, and morally responsible.

These youth must feel that they have a stake in our country. In some field of labor, whether private or public, they must find a worthy opportunity to work in a manner commensurate with their powers, with a return sufficient to sustain life and the institutions of marriage and the home, and to secure advancement in responsibility and in the esteem of their fellow citizens. In view of present world conditions, it is quite possible that for these youth the conditions of real freedom will never exist unless they are deliberately planned and formulated with relentless perseverance by the members of the older generation who now control the economic enterprises and the government of our country.

# DEPARTMENTAL COMMUNICATIONS

## Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

### NEW PUBLICATIONS

HOLT, VESTA. *Seeds and Their Dispersal*. Science Guide for Elementary Schools, Vol. VI, No. 1, August, 1940.

This publication is the first number of volume VI of the Science Guide series which will be issued again during the school year of 1940-41, after having been discontinued in 1939-40. Volume VI will consist of four numbers to be issued during August, November, February, and May.

The publications in this series are furnished free of charge for use in California public elementary schools and junior high schools. A supply is sent to county and city superintendents of schools for redistribution. The State Department of Education does not mail copies direct to teachers or schools. Teachers and principals should request copies from their superintendents. Copies of this publication are not furnished free to high schools.

Prices of various numbers and volumes of the Science Guide are as follows:

Volumes I to V, 1934-35 to 1938-39, single numbers, 15 cents each; all numbers of a single volume, \$1.25.

Volume VI, 1940-41, consisting of four numbers, single numbers, 30 cents each; complete volume, \$1.00.

Clothbound copies of Volume II, Volume III, Volume IV, and Volume V are available at \$2.25 each. Clothbound copies will be furnished to all California public elementary and junior high schools at \$1.00.

California state sales tax should be added to these quoted prices on all California orders.

*Occupational Trends in California with Implications for Vocational Education: VII. Trends in Counties and Cities.* Bulletin of the

California State Department of Education, Vol. IX, No. 2, September, 1940.

This bulletin is the seventh in a series prepared by Miss Emily G. Palmer for the Bureau of Trade and Industrial Education of the California State Department of Education. Like the other six issues, the latest bulletin summarizes the results of an investigation of state trends which affect planning for vocational education. It is intended especially for the use of directors of vocational education who are making a survey of the industrial resources of their communities.

Copies of the bulletin will be distributed to a selected list of school administrators and to directors of vocational education in secondary schools.

*California's Natural Wealth: Conservation Guide for Secondary Schools.* Bulletin of the California State Department of Education, Vol. IX, No. 3, October, 1940.

This publication containing essential materials on the conservation of natural resources in California, including selected references for teachers and suggestions for the integration of topics for conservation study within the high school curriculum, has been compiled for Miss Pearl Chase, President of the California Conservation Council, by recognized authorities in the field. The bulletin will be published by the State Department of Education under a grant of money provided by Miss Chase and will be distributed free of charge to all elementary schools with seventh and eighth grades, junior high schools, senior and four-year high schools, and junior colleges. To other persons, groups, or organizations, a charge of 25 cents a single copy, or 20 cents each in quantities of ten or more, will be made for the bulletin.

## FOR YOUR INFORMATION

### ENROLLMENT IN TERMINAL CURRICULUMS OF JUNIOR COLLEGES

Almost exactly one-third of the students in junior colleges of the United States are enrolled in terminal curriculums, mostly semiprofessional and vocational, according to a statement issued by the American Association of Junior Colleges based on investigation by its Commission on Junior College Terminal Education. In 36 publicly controlled junior colleges reported in California, 50 per cent of the students were enrolled in such curriculums.

"Terminal curriculums," as defined by the Commission, "are designed for students who wish in one or two years to gain an understanding of their intellectual, social and civic environments, to explore several fields as an aid in making occupational choice, or to acquire vocational training which will lead to employment in semi-professional fields."

The report is based on courses for 1938-39, as given by 426 institutions, of which 293 offered terminal curriculums. Total enrollment in terminal curriculums in these institutions was 41,507.

More junior college students are studying business or secretarial work than any other vocational subject, the report shows. Two-year courses in general business were offered in 1938-39 by 183 junior colleges. There were also 164 secretarial courses, 31 in salesmanship, 12 in insurance, 11 in accounting, 7 in merchandising, 4 in hotel and restaurant management, 4 in banking and finance, 1 in business management and 1 in business law. Total enrollment in these business curriculums was 14,511.

Forty-one junior colleges reported two-year curricula in aviation. The report did not cover the pilot training courses of the Civil Aeronautics Authority in 109 junior colleges.

Terminal courses in music were given by 141 junior colleges, though the enrollment in these courses was only 1,409, as compared with 1,550 enrolled in 51 two-year courses in general engineering.

Technical training, as reported, included mechanical engineering in 29 junior colleges, electrical engineering in 25, civil engineering, 16; radio engineering, 9; chemical engineering, 8; building trades, 8; auto mechanics, 6; laboratory technique, 6; oil technology, 5; drafting, 3;



mining, 3; agricultural engineering, 2; air conditioning, 2; geology, 2; navigation, 2, and welding, 1.

The training of medical secretaries is a new field, now recognized by two-year courses in 33 junior colleges. Librarianship is taught in 47, social service in 28, recreational leadership in 20, mortuary science in 10, religious education in 8.

Police officers are trained in six of these institutions; military service is given as a two-year terminal course in three, and civil health service in two.

Four junior colleges give two-year courses in printing, 3 in cosmetology, 4 for parish secretaries, and 1 in physical therapy.

Of the fine arts other than music, art is given as a two-year course in 97 junior colleges, architecture in 29, speech and dramatics in 20, photography in 10, interior decoration in 3, and fashion illustration and costume designing in 3.

Teaching is a two-year course in 138 junior colleges, and physical education in 62. There are 106 institutions offering home economics on this basis, 86 offering journalism, 59 nursing, 57 general agriculture, 32 forestry, and 7 floriculture.

Terminal curriculums in general culture are given in 137 junior colleges. This means, it is explained, that the 6,205 students who take these courses, even though they are not vocational, are not planning to go beyond the sophomore year.

### HARMLESS COLORED CHALKS AND SCHOOL CRAYONS<sup>1</sup>

Nonpoisonous colored chalks and crayons are now available for school use, according to a statement just issued by Dr. J. P. Russell, Chief, Industrial Hygiene Service, California State Department of Public Health. Calling attention again to the health hazard offered by colored chalks and crayons which contain lead, Dr. Russell urges California public school officials to specify in ordering chalks that they contain no toxic ingredients. The article by Dr. Russell is quoted in full as follows:

A recent article in the Weekly Bulletin called attention to the health hazard to which students and teachers may be exposed in schools where chalks and crayons containing lead are used. Chronic systemic poisoning may be caused by the repeated daily absorption into the human body of lead in quantities as small as  $1\frac{1}{2}$  milligrams per day (less than the amount contained in a piece of lead the size of a pinhead). This cumulative poisoning may result either from lead which is swallowed and absorbed from the gastrointestinal tract, or, more commonly, from lead-containing dusts or fumes which are inhaled and absorbed from the lungs directly into the blood stream. Some of the colored chalks, particularly the yellow, orange, red, and green shades, which were being used in California schools, were found to contain

<sup>1</sup> "Danger from Use of Colored Chalk," *California Schools*, XI (April, 1940), 150-151.

large percentages of lead, in the form of compounds, such as lead chromate pigment.

In order to eliminate this hazard, many manufacturers have substituted harmless coloring materials for the lead-containing pigments which were formerly used as coloring agents in chalks, crayons, and art media. Through the cooperation of these firms, samples of materials have been analyzed in the Industrial Hygiene Laboratory of the State Department of Public Health, and have been found to contain no lead, mercury, or arsenic. Lists of these products may be obtained by writing to the California State Department of Public Health at Sacramento.

Since these materials are evidently free from ingredients which are detrimental to health when they are swallowed or are inhaled in the form of dust, they are considered by the State Department of Public Health as being safe for use in schools.

The list of materials should not be interpreted, however, as covering all of the nonpoisonous chalks and crayons which are now available on the market. It includes only those brands which have been sent to the Industrial Hygiene Service for analysis. Other manufacturers are invited to submit samples of their nontoxic products for similar tests.

In order to insure the health protection of pupils and school employees, California educational officials are advised to specify in their future orders for chalks, crayons, and other school art supplies, that these materials contain no toxic ingredients.<sup>2</sup>

### ORGANIZATIONS APPROVED FOR SCHOOL MEMBERSHIP

The California State Board of Education, at its meeting July 30, 1940, approved the following organizations for which membership for schools may be paid for from the school district funds in accordance with School Code section 2.1520. The approval is effective for the school year 1940-41.

AMERICAN ASSOCIATION OF JUNIOR COLLEGES, Dr. Walter C. Eels, Secretary, 730 Jackson Place, Washington, D. C.

ASSOCIATION OF SCHOOL FILM LIBRARIES, INC., Boyd B. Rakestraw, Vice President, University of California, Berkeley, California.

CALIFORNIA ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS, Louis L. Cunningham, Secretary, New Court House, Oakland, California.

CALIFORNIA JUNIOR COLLEGE FEDERATION, Richard J. Werner, Secretary, Salinas Junior College, Salinas, California.

CALIFORNIA SCHOLARSHIP FEDERATION, INC., Lena Morrill, Secretary, Mission High School, San Francisco, California.

CALIFORNIA SCHOOL TRUSTEES ASSOCIATION, Mrs. Florence C. Porter, Secretary, 6 Professional Building, Bakersfield, California.

CALIFORNIA SOCIETY OF SECONDARY EDUCATION, Lillian M. Perry, Secretary, Haviland Hall, Berkeley, California.

NATIONAL EDUCATION ASSOCIATION, Dr. Willard E. Givens, Secretary, 1201 Sixteenth Street, N. W., Washington, D. C.

WESTERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, A. J. Cloud, Secretary, San Francisco Junior College, California.

<sup>2</sup>J. P. Russell, "Harmless School Chalks and Crayons Are Now Available," *Weekly Bulletin* of the California State Department of Public Health, XIX (June 29, 1940), 89.

### **MUNICIPAL GOVERNMENT RADIO SCRIPTS READY**

Advocating the theme "city government is a business—make it your business," original radio dramatizations on municipal government are now available free to local school and civic groups actively interested in better government through educational radio from the United States Office of Education.

The various scripts of the Municipal Government series, together with nearly five hundred other specially selected scripts on a variety of subjects, are listed in the Fourth Edition Catalog, latest publication of the Educational Radio Script Exchange.

The programs may easily be adapted for production over local radio stations. Scripts focus attention on problems of local government administration facing public officials. Each script dramatizes the functions and services of one particular department of local government. The programs may be used either singly or in series. The scripts of the Municipal Government series, intended to be used as half-hour programs, fall under three main headings: public administration, the police department, and the fire department.

Created by the Federal Radio Education Committee in October 1936, to serve as a central clearinghouse for the field of educational radio, the Script Exchange now offers the Fourth Edition Catalog—its first printed publication—detailing the services of the Exchange. Copies may be obtained at 10 cents each through the Educational Radio Script Exchange, United States Office of Education, Washington, D. C.

### **WESTERN HEMISPHERE UNITY THEME OF NEW RADIO TRANSCRIPTION**

How the Western Hemisphere has moved step by step to build co-operative peace is the theme of a thirty-minute radio transcription released by the United States Office of Education for general use in radio stations and schools. Entitled "This New World of Peace," the transcription has been prepared for release during the fiftieth year of the Pan American Union.

Twenty-five actors, an orchestra of sixteen members, and a large chorus provided the talent for telling the dramatic story of peace through co-operation from the days the New World fought for independence to the Panama Conference declaration of mutual support in 1939.

The recording recalls the roles that Simon Bolivar and other South American leaders and such North Americans as Henry Clay, James G.

Blaine, and Elihu Root played in the development of this great movement.

Available only in the 16-inch size, 33 $\frac{1}{3}$  r.p.m., the recordings are to be sold at the cost price of \$3.75 a disc. They will be distributed through the facilities of the Educational Radio Script Exchange, United States Office of Education, Federal Security Agency, Washington, D. C. A special listener-aid booklet will be supplied free with each recording.

### FIRE PROTECTION MATERIALS OFFERED

A pamphlet containing suggestions and recommendations to minimize fire and life hazards in public and parochial schools together with a self-inspection blank for schools is offered by the National Board of Fire Underwriters. This material is available free of charge from the National Board of Fire Underwriters, 85 John Street, New York.

### PUBLIC HEALTH MEETING IN DETROIT

The sixty-ninth Annual Meeting of the American Public Health Association will be held in Detroit, Michigan, October 8-11, with the Book-Cadillac Hotel as headquarters. The American School Health Association will meet in conjunction with the Association.

The Annual meeting of the American Public Health Association is the largest and most important health convention held on this continent. It will bring 3,500 health officials to Detroit for a series of scientific meetings covering all phases of health protection and promotion. A Health Exhibit will be held in connection with the meeting and an Institute on Health Education is scheduled prior to the official opening.

### CALENDAR OF EDUCATIONAL MEETINGS

During 1940-41 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is a list of certain of the meetings and conferences which take place during the school year 1940-41.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
September 26-28	Tenth Annual Convention of the California Trustees Association	U. S. Grant Hotel, San Diego
October 2-5	Annual Conference on Direction and Improvement of Instruction and on Child Welfare	Pasadena

<i>Date</i>	<i>Organization</i>	<i>Place</i>
October 17	Central California Junior College Association	San Luis Obispo
October 19	Bay Section Council, California Teachers Association	San Francisco
October 19	Central California Association of Journalism Advisers	San Francisco Galileo High School
October 19	Northern California Junior College Association	Salinas
November 16	California Elementary School Principals Association, Central Section	Fresno
December 7	California Elementary School Principals Association, Northern Section	Chico
December 16-18	American Vocational Association	San Francisco Fairmont Hotel
January 11	California Elementary School Principals Association, Central Coast Section	King City
February 8	California Elementary School Principals Association, Bay Section	Oakland
March 15	California Elementary School Principals Association, Southern Section	Long Beach
May 4-8	Thirty-third Annual Meeting of California Conference of Social Work	Long Beach
May 10	California Elementary School Principals Association, North Coast Section	Garberville



## PROFESSIONAL LITERATURE

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